

Key Stage 3 and 4 Curriculum Map

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>7U1:</b>	<b>7U2:</b>	<b>7U3:</b>	<b>7U4:</b>	<b>7U5:</b>	<b>7U6:</b>
<b>What is God?</b> In this unit students will look at different views on God and what we can know about God and what God is	<b>Hindu belief and practises:</b> In this unit students will provide insights into the diverse ways in which Hindus worship God, other key Hindu beliefs and the key elements of the Hindu way of life in the modern world.	<b>The world of Buddhism:</b> In this unit students will investigate some of the important aspects of Buddhism's history, beliefs, practices and varied expressions in the world today, as well as reflecting on the reason why the appeal of Buddhism is growing.	<b>Sikh belief and practise:</b> In this unit students will consider some of the benefits, as well as the challenges, associated with Sikhism today and reflect upon the contributions that Sikhs make to society in modern Britain.	<b>Does religion help us understand human suffering?</b> This unit will involve exploring the difficult issue of evil, suffering, pain, sorrow and grief within our world. It will consider how the existence of suffering is understood within a range of religious and non-religious traditions and the place that faith can play in helping people to endure troubling times in their own, or in other people's, lives.	<b>How did we get here?</b> In this unit students will explore different beliefs and theories of how the universe and with-it life came to be.
<b>Assessment:</b> End of unit assessment on key terms and concepts around the idea of God	<b>Assessment:</b> End of unit assessment on Hindu beliefs, practises and key terms	<b>Assessment:</b> End of unit assessment on Sikh beliefs, practises and key terms	<b>Assessment:</b> End of unit assessment on Buddhist beliefs, practises and key terms	<b>Assessment:</b> End of unit assessment with students outlining different religious and non-religious views on the cause of suffering and how it can be overcome	<b>Assessment:</b> End of unit assessment where students will need to show their understanding of different views on creation and how they are similar/ different
<b>Builds upon:</b> <ul style="list-style-type: none"> <li>KS1 &amp; KS2</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>KS1 &amp; KS2</li> <li>What is God? (7U1)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>KS1 &amp; KS2 SACRE units</li> <li>Hindu beliefs and practises (7U2)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>KS1 &amp; KS2</li> <li>Hindu beliefs and practises (7U2)</li> <li>The world of Buddhism (7U3)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>All Y7 units (7U1, 7U2, 7U3, 7U4)</li> </ul>	<b>Build upon:</b> <ul style="list-style-type: none"> <li>What is God? (7U1)</li> <li>Dharmic religions (7U2, 7U3, 7U4)</li> </ul>
<b>Introduces:</b> <ul style="list-style-type: none"> <li>Key terms associated with belief in God/ gods</li> <li>God's characteristics</li> <li>Arguments for god</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>How Brahman is worshipped by Hindus in many different ways</li> <li>The place of Trimurti within the Hindu understanding of God</li> <li>The place of avatars within Hinduism's complex conception of God</li> <li>The importance of samsara, moksha karma and dharma within Hinduism</li> <li>The profound depths associated with the Hindu Aum symbol</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>The significance of the Buddha for Buddhists today</li> <li>the value of Dharma in relation to human suffering</li> <li>the Buddhist law of Karma</li> <li>the meaning of Anatta and Anicca</li> <li>The Three Jewels</li> <li>The Three Poisons</li> <li>the role of the Sangha</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Sikh beliefs about God and human identity</li> <li>the importance of the Sangat</li> <li>the Ten Gurus</li> <li>Prohibited actions in Sikhism</li> <li>the importance to Sikhs of making an honest living, serving those in need and keeping God in mind at all times</li> <li>the role of the gurdwara in building the Sikh community</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>the issue linked to suffering and evil</li> <li>how religions engage with the problem of suffering and evil</li> <li>how suffering and evil can lead to people losing their faith</li> <li>critical thinking</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Religious views on how the world began</li> <li>atheist views on how the world began</li> <li>Evolution vs intelligent design</li> </ul>

Year 8

Autumn 1 & 2	Autumn 2 & Spring 1	Spring 2 & Summer 1	Summer 1 & 2
<b>8U1:</b> <b>Sources of authority in Judaism:</b> In this unit students will explore key texts, traditions, principles and practices that set out the beliefs and practises within Judaism and which are used to shape the religious life of Jewish people. The origin, status, role, religious significance, purpose and function of each source will be examined and explored.	<b>8U2:</b> <b>Who was Jesus?</b> This unit will provide context for students to examine the central importance of Jesus within the Christian tradition and to reflect upon the question of who he was and is for Christians. Jesus' identity, nature, role in revealing God to the world and his salvific purpose will all be examined.	<b>8U3:</b> <b>The Qur'an and other sources of authority in Islam:</b> In this unit students will examine the final and full revelation of God to Muhammad in the Qur'an, other Islamic sources of authority, including the Sunnah, Hadith and Shari'ah. It will consider how these sources are used to inform Islamic beliefs, govern the life and practises of Muslims and inspire Muslims to live lives that reflect the will of Allah and imitate Muhammad.	<b>8U4:</b> <b>Perspectives on life after death:</b> In this unit students will have the opportunity to reflect on the different understandings that are held within (and outside of) the world's major religious traditions concerning what happens after we die. This is a profoundly mysterious and challenging topic about which it is impossible to speak with certain knowledge. However, it will be important to honour and reflect seriously upon the position held in faith by members of religious communities as well as recognising that some people do not believe in life after death.
<b>Assessment:</b> Knowledge quiz on key terms and beliefs in Judaism  End of unit assessment on how Judaism is practised and the importance of its traditions	<b>Assessment:</b> Knowledge quiz on key terms and beliefs in Christianity  End of unit assessment on the importance of Jesus and his role though understanding of his life and teachings	<b>Assessment:</b> Knowledge Quiz on key terms and beliefs in Islam  End of unit assessment on Islamic belief, practices and Islamic scripture	<b>Assessment:</b> End of unit assessment on various religious and non-religious views on death and the impact these beliefs have on how people behave in life
<b>Builds upon:</b> <ul style="list-style-type: none"> <li>What is God? Unit Y7</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>What is God?</li> <li>Does religion help us understand human suffering?</li> <li>Sources of authority in Judaism</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>What is God?</li> <li>Sources of authority in Judaism</li> <li>Who was Jesus?</li> </ul>	<b>Builds upon</b> <ul style="list-style-type: none"> <li>What is God?</li> <li>Hindu belief and practises</li> <li>The world of Buddhism</li> <li>Sikh belief and practise</li> <li>Does religion help us understand human suffering?</li> <li>Sources of authority in Judaism</li> <li>Who was Jesus?</li> <li>The Qur'an and other sources of authority in Islam</li> </ul>
<b>Introduces:</b> <ul style="list-style-type: none"> <li>various sources of authority within Judaism</li> <li>different views regarding the origin of the Torah</li> <li>the role of commandments for Jewish people</li> <li>Kashrut dietary laws</li> <li>the role of rabbis</li> <li>the role of Jewish law and the rabbinical court</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>the life of Jesus</li> <li>the different views of Jesus</li> <li>the divinity of Jesus</li> <li>the role of Jesus in revealing God to, and God's love for, the world</li> <li>the eternity of Christ as both preincarnate and in his post-ascension glory</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>the importance of the Qur'an and its role in prayer</li> <li>the Six Articles of Faith and the Five Pillars</li> <li>the directive for modest dress</li> <li>the difference between the Sunni and Shi'a</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>the issue of life after death</li> <li>religious and non-religious perspectives on life after death</li> <li>Christian and Muslim beliefs on final judgement and Heaven/Paradise</li> <li>Jewish belief on the immortality of the soul</li> <li>reincarnation and final release in the Dharmic faiths</li> </ul>

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>9U1:</b> <b>Ethical theories:</b> In this unit students will explore what it means to act morally and ethically. They will look at a range of ethical theories and how they can be applied to ethical issues. They will also consider the issue with these theories and how they can have unethical consequences if used wrong.	<b>9U2:</b> <b>Ethical issues and application:</b> In this unit students will explore a range of contemporary ethical issues and consider how the ethical theories can or should be applied to these issues. They will have to form arguments and justify themselves	<b>9U3:</b> <b>New religious movements:</b> In this unit students will explore smaller religious movements that represent the diversity of belief outside the 6 big religions, such as Rastafarianism and Scientology. Students will also look at new denominations such as Mormonism. Students to consider whether	<b>9U4:</b> <b>Religions and wider beliefs in contemporary culture:</b> In this unit students will explore a range of complex issues associated with the place of religion and worldviews within society today. The unit will examine the profile of religious communities in modern Britain, the field of interfaith	<b>9U5:</b> <b>Arguments for and against the existence of God:</b> In this unit students introduced to a number of theological and philosophical issues connected with the question of God's existence	<b>9U6:</b> <b>Atheism in the modern world:</b> In this unit students will explore the place of non-religious positions within contemporary society. It will enable students to appreciate that many people do not possess a religious faith and either reject the possibility of God or are uncertain about whether or not God exists. With the

		you can create new religions and whether truth is plural	dialogue and cooperation, religious perspectives on ethical issues, the challenge facing some minority religious groups, media perspectives on religion and the interactions that religion has with other aspects of culture life, such as arts, science and politics.		majority of people in Britain today stating 'no religion' as their religious identity, taking account of non-belief and the reason for this position will be increasingly important for students seeking to understand the complex religious character of the Western world.
<b>Assessment:</b> End of unit assessment where students will need to show their understanding of ethical theories and how to apply them to ethical questions	<b>Assessment:</b> End of unit assessment where students will need to show their understanding of different ethical issues and people opinions on them	<b>Assessment:</b> End of unit assessment students to show understanding of different new religious movements and consider the question of religious truth	<b>Assessment:</b> End of unit assessment where students will show an appreciation of contemporary issues and viewpoints and express their own opinion	<b>Assessment:</b> End of unit assessment on what God is and how we can know of God's existence	<b>Assessment:</b> End of unit assessment where students will consider whether atheism is better for society than theism
<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Ethical theories (9U1)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Who was Jesus? (8U2)</li> <li>• What is God? (7U1)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Does religion help us understand suffering (7U5)</li> <li>• Ethical theories and issues (9U1, 9U2)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Dharmic religions (7U2, 7U3, 7U4)</li> <li>• Abrahamic religions (8U1, 8U2, 8U3)</li> <li>• Suffering and evil (7U5)</li> <li>• Religions and wider beliefs in contemporary culture (9U3)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• religion in contemporary culture (9U3)</li> <li>• Arguments for and against the existence of God (9U4)</li> <li>• What is God? (7U1)</li> </ul>
<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Utilitarianism</li> <li>• Situation ethics</li> <li>• Virtue ethics</li> <li>• Kantian ethics</li> <li>• Divine command theory</li> <li>• morality</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• animal rights</li> <li>• human rights</li> <li>• euthanasia</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• scientology</li> <li>• Rastafarianism</li> <li>• New age</li> <li>• Mormonism</li> <li>• Siberian Jesus</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• the relationship between religion and culture in contemporary Britain</li> <li>• the problem of religious extremism</li> <li>• religious diversity in Britain</li> <li>• how interfaith dialogue and cooperation can be promoted</li> <li>• the place of the CoE in the UK</li> <li>• how religion is presented in media</li> <li>• connection between religion and the arts</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• different views on the question of God's existence</li> <li>• God as distinct from the created order</li> <li>• divine revelation</li> <li>• atheist views on God's existence</li> <li>• the different ways God is understood</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Why atheism arises</li> <li>• How religion can appear in atheism</li> <li>• 'spiritual by not religious'</li> <li>• atheism vs. Humanist</li> </ul>

**Year 10**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10U1:	10U2:	10U3:	10U4:	10U5:	10U6:
<b>Christian Beliefs:</b> In this unit students will explore the core beliefs that Christians hold about Jesus, the world and death	<b>Marriage and the family:</b> In this unit students will look at what the various views of Christians are in relation to marriage, the family and sex	<b>Living the Christian life:</b> In this unit students will study what practises and celebrations Christians take part in, and what is the role of the Church?	<b>Matters of life and death:</b> in this unit students will explore Christian views on the origin of life and ethical issues such as abortion and euthanasia.	<b>Muslim beliefs:</b> In this unit students will learn about the core beliefs that Muslims hold about Allah, holy books and the afterlife	<b>Crime and punishment:</b> In this unit students will explore Muslim and humanist views on how we deal with crime and how or whether criminals should be punished.
<b>Assessment:</b> End of topic walk-and-talk assessment based on questions a-c in exam	<b>Assessment:</b> End of topic assessment covering question type a-c and support for d	<b>Assessment:</b> End of topic assessment with students answering a-d unsupported	<b>Assessment:</b> End of topic assessment with students answering a-d	<b>Assessment:</b> End of topic assessment PPE - Christianity	<b>Assessment:</b> End of topic assessment with additional support for areas identified from PPE
Builds on: <ul style="list-style-type: none"> <li>Who was Jesus? (8U2)</li> <li>Suffering (7U5)</li> </ul>	Builds on: <ul style="list-style-type: none"> <li>Christian beliefs (10U1)</li> </ul>	Builds upon: <ul style="list-style-type: none"> <li>Christian beliefs (10U1)</li> <li>Marriage and the family (10U2)</li> <li>Religions and wider beliefs in contemporary culture (9U4)</li> </ul>	Builds upon: <ul style="list-style-type: none"> <li>Christian beliefs (10U1)</li> <li>Ethical issues (9U2)</li> </ul>	Builds upon: <ul style="list-style-type: none"> <li>The Qur'an and other sources of authority in Islam (8U2)</li> <li>Christian beliefs (10U1)</li> </ul>	Builds upon <ul style="list-style-type: none"> <li>Does religion help us understand human suffering? (7U5)</li> <li>Ethical theories (9U1)</li> </ul>
<b>Introduces:</b> <ul style="list-style-type: none"> <li>The Trinity</li> <li>Creation</li> <li>The incarnation</li> <li>The last days of Jesus' life</li> <li>Salvation</li> <li>Christian eschatology</li> <li>The problem of evil</li> <li>Divergent solutions to the problem of evil</li> <li>Exam skills</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Marriage</li> <li>Sexual relationships</li> <li>Families</li> <li>Support for the family in the local parish</li> <li>Contraception</li> <li>Divorce</li> <li>Equality of men and women in the family</li> <li>Gender prejudice and discrimination</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Christian worship</li> <li>The sacraments</li> <li>Prayer</li> <li>Pilgrimage</li> <li>Christian celebration</li> <li>The future of the Church</li> <li>The local church</li> <li>The worldwide Church</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Origins and value of the universe</li> <li>Sanctity of life</li> <li>Origins and value of human life</li> <li>Abortion</li> <li>Responses to arguments against life after death</li> <li>Euthanasia</li> <li>Issues in the natural world</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>The six Beliefs</li> <li>The five roots of 'Usual ad-Din</li> <li>The nature of Allah</li> <li>Rishalah</li> <li>Muslim holy books</li> <li>Malaikah</li> <li>Al-Qadr</li> <li>Akhirah</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Justice</li> <li>Crime</li> <li>Good, evil, and suffering</li> <li>Punishment</li> <li>Aims of punishment</li> <li>Forgiveness</li> <li>Treatment of criminals</li> <li>The death penalty</li> </ul>

**Year 11**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Living the Muslim life:</b> In this unit students will study what practises and celebrations Muslims take part in	<b>Peace and conflict:</b> In this unit student will explore Muslim and Humanist views on war and conflict and consider what makes a 'just war'. It also tackles problems such as how we wage war and its impacts.	<b>Revision of Christianity &amp; Skills</b> In this unit students will review Christianity content from Y10 and further develop their exam skills in preparation for their PPE in Spring 2	<b>Revision of all content &amp; Skills</b>		
<b>Assessment:</b> end of topic assessment - all question types	<b>Assessment:</b> PPE1 - Crime and Punishment + Peace and Conflict	<b>Assessment:</b>	<b>Assessment:</b> PPE 2 - Religion and Ethics through Christianity		
<b>Builds upon:</b> <ul style="list-style-type: none"> <li>The Qur'an and other sources of authority in Islam (8U2)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Crime and punishment (10U6)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Religion and Ethics through Christianity</li> <li>Exam practise</li> </ul>	<b>Builds upon:</b>		

<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Ten Obligatory Acts</li> <li>• Shahadah</li> <li>• Salah</li> <li>• Sawm</li> <li>• Zakah and Khums</li> <li>• Hajj</li> <li>• jihad</li> <li>• Celebrations and Commemorations</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Peace</li> <li>• Peacemaking</li> <li>• Conflict</li> <li>• Pacifism</li> <li>• Just War Theory</li> <li>• Holy war</li> <li>• Weapons of mass destruction</li> <li>• Issues surrounding conflict</li> </ul>				